

CHAPIN ELEMENTARY

940 Old Bush River Road
Chapin, SC 29036

GRADES PK-5 Elementary School

ENROLLMENT 597 Students

PRINCIPAL Katherina Lyden 803-345-2214

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

13

1

0

0

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

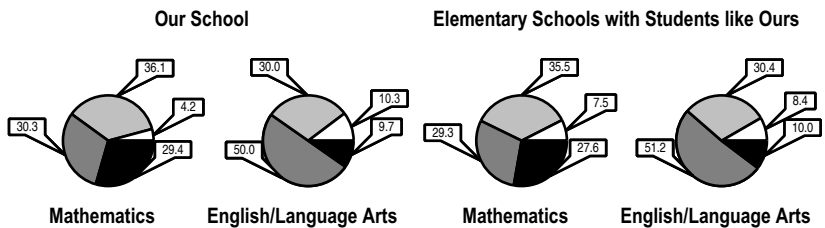
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	325	100.0	10.3	30.0	50.0	9.7	70.0	Yes	Yes
Gender									
Male	170	100.0	12.3	37.4	46.0	4.3	64.4		
Female	155	100.0	8.2	21.8	54.4	15.6	76.2		
Racial/Ethnic Group									
White	294	100.0	8.5	28.8	52.0	10.7	73.3	Yes	Yes
African-American	28	100.0	30.8	42.3	26.9	0.0	34.6	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	284	100.0	5.9	30.4	54.4	9.3	75.2		
Disabled	41	100.0	40.0	27.5	20.0	12.5	35.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	325	100.0	10.3	30.0	50.0	9.7	70.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	10.4	29.8	50.2	9.7	70.2		
Socio-Economic Status									
Subsidized meals	52	100.0	17.0	44.7	38.3	0.0	53.2	Yes	Yes
Full-pay meals	273	100.0	9.1	27.4	52.1	11.4	73.0		

Mathematics - State Performance Objective = 15.5%									
All Students	325	100.0	4.2	36.1	30.3	29.4	74.2	Yes	Yes
Gender									
Male	170	100.0	3.7	39.3	30.1	27.0	71.2		
Female	155	100.0	4.8	32.7	30.6	32.0	77.6		
Racial/Ethnic Group									
White	294	100.0	2.5	35.6	31.3	30.6	76.5	Yes	Yes
African-American	28	100.0	19.2	46.2	23.1	11.5	50.0	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	284	100.0	3.3	35.2	30.4	31.1	76.7		
Disabled	41	100.0	10.0	42.5	30.0	17.5	57.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	325	100.0	4.2	36.1	30.3	29.4	74.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	3.9	36.2	30.4	29.4	74.4		
Socio-Economic Status									
Subsidized meals	52	100.0	10.6	51.1	29.8	8.5	57.4	Yes	Yes
Full-pay meals	273	100.0	3.0	33.5	30.4	33.1	77.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	102	100.0	11.6	30.5	47.4	10.5	57.9
	Grade 4	101	100.0	13.1	35.4	43.4	8.1	51.5
	Grade 5	125	100.0	11.8	39.5	43.7	5.0	48.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	8.7	15.4	55.8	20.2	76.0
	Grade 4	107	100.0	11.3	37.7	46.2	4.7	50.9
	Grade 5	110	100.0	13.0	34.3	49.1	3.7	52.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	102	100.0	7.4	50.5	28.4	13.7	42.1
	Grade 4	101	100.0	5.1	35.4	24.2	35.4	59.6
	Grade 5	125	100.0	5.0	37.8	31.9	25.2	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	1.9	49.0	36.5	12.5	49.0
	Grade 4	107	100.0	3.8	39.6	29.2	27.4	56.6
	Grade 5	110	100.0	8.3	21.3	24.1	46.3	70.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 597)				
First graders who attended full-day kindergarten	94.0%	N/C	96.1%	100.0%
Retention rate	1.1%	N/A	1.4%	2.7%
Attendance rate	96.8%	Up from 96.5%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		1.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.3%		0.7%	3.5%
Eligible for gifted and talented	38.1%	Down from 42.5%	37.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.8%	Down from 4.7%	5.5%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	64.3%	Up from 60.0%	59.7%	51.4%
Continuing contract teachers	97.6%	Up from 86.7%	91.6%	87.5%
Highly qualified teachers**	94.4%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 91.7%	89.3%	86.7%
Teacher attendance rate	94.3%	Up from 93.4%	95.6%	94.9%
Average teacher salary	\$44,984	Up 2.0%	\$43,639	\$40,760
Prof. development days/teacher	18.3 days	Up from 10.5 days	10.6 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 16.4 to 1	21.2 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 89.2%	91.4%	90.0%
Dollars spent per pupil*	\$6,648	Up 14.1%	\$5,780	\$6,044
Percent of expenditures for teacher salaries*	64.8%	Down from 70.0%	67.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of Chapin Elementary School (CES) is to "Challenge Exceptional Students" and we believe that all of our students are exceptional. Our well-trained and dedicated staff works diligently to provide each of our students with educational experiences that go beyond classroom walls and prepare students for a world in which cooperation, caring attitudes and a desire for knowledge are as important as the academic qualities that we stress.

During the 2003-04 school year, we continued our emphasis on independent reading through our school-wide Accelerated Reader Program. Numerous students, parents and many staff members took tests on books that they read and accumulated points. Our active Student Council continued to lead the school in many service projects including Adopt-A-Highway, Pennies for Patients, Project Giving Tree, service as monitors and classroom helpers and running a school store. CES students raised more than \$22,000 for the American Heart Association through our Jump Rope for Heart program.

The CES "Writing Wall" and "Art Gallery" continue to be excellent means of connecting with the community. Parents, staff, students and community members generate writing samples that are tied with our Character Education words. The samples are proudly displayed on our Writing Wall. Each student at CES has at least one art product displayed in our Art Gallery at some point during the school year. A number of staff members continue to volunteer their services through community organizations to assist students with homework and other needs. Connecting with our community is a vital part of the development of our students as good citizens.

The staff at CES continued to work on the mapping of the curriculum and participated in a number of staff development programs including "Balanced Literacy" and "Differentiating Instruction." We continue to grow in the instructional area by meeting regularly as grade level teams and as vertical instructional units. We firmly believe that we should continuously investigate new and exciting ways to meet the needs of our students. Finding ways to enhance every child's education and taking students individually to their fullest potential is the primary goal of all members of the CES learning community.

At Chapin Elementary School we feel fortunate to have such a wonderful "family" of students, parents, staff and community members. Thank you for your continued support!

John W. Young, Principal and Angela Floyd, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	101	85
Percent satisfied with learning environment	97.7%	92.0%	95.2%
Percent satisfied with social and physical environment	97.7%	95.0%	97.6%
Percent satisfied with home-school relations	97.7%	90.1%	89.4%

*Only students at the highest elementary school grade level at this school and their parents were included.